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ABSTRACT

The handbook is designed to provide assistance to school personnel in the development and operation of a cooperative occupational home economics program. It can serve as a guide to the teacher-coordinator as a new program is developed or as a resource for strengthening an existing program. Topics covered in the handbook's 22 chapters are: occupational home economics program, differences between the two aspects of the vocational home economics program, vocational home economics program, occupational home economics clusters, teacher qualifications, the teacher-coordinator, steps in initiating an occupational home economics program, steering committee, determining the need for an occupational home economics program, advisory committee, policy statement, student selection, job analysis, selection of training stations, placement of students, training plan and agreement, student reports (daily, weekly, and periodic), FHA/HERO (Federal Housing Administration/Home Economics Related Occupations) student organization, publicity, end of year activity, program evaluation, and coordination activities. Information is presented in paragraph as well as chart form and sample records and reports are included where appropriate. Definitions of 19 terms related to occupational home economics are also contained in the handbook. Appended is a manual for supervisors of occupational home economics student-learners. (Author/MS)

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COOPERATIVE OCCUPATIONAL HOME ECONOMICS:

A HANDBOOK FOR NEBRASKA TEACHER COORDINATORS

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under the direction of Dr. Steven Eggland

Vocational - Technical Education
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University of Nebraska - Lincoln
Lincoln, Nebraska

January, 1976

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FORWARD

The purpose of this handbook is to provide assistance to school personnel in the development and operation of a quality cooperative occupational home economics program. The handbook can serve as a guide to the teacher-coordinator as a new occupational home economics program is developed OR as a resource for strengthening an existing program.

Occupational home economics programs in Nebraska are growing steadily as schools recognize the need to provide students with appropriate training and employment experiences in the various occupations which utilize home economics knowledge and skills.

Training for occupational home economics can be accomplished by utilizing the simulated method OR the cooperative method. However, this handbook deals primarily with the strategies utilized to successfully operate a cooperative occupational home economics program.

Cooperative occupational home economics programs are appropriate for all sizes of Nebraska schools. The success, in each case, is dependent upon a cooperative effort between the school and the community. This handbook can help to insure a cooperative effort.

For further information or assistance on cooperative occupational home economics, contact:

Director
Vocational Home Economics
State Department of Education
233 South 10th Street
Lincoln, Nebraska 68508

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TERMS RELATED TO OCCUPATIONAL HOME ECONOMICS

Advisory Committee

A group of representatives either appointed or chosen from the community to assist in planning, promoting and evaluating the cooperative vocational education program. The coordinator serves as ex-officio member on the advisory committee.

Career Objective

Either a specific occupation or cluster of occupations in which a student has professed an interest and in which he/she aspires to train. Usually evidenced by the act of enrolling in a particular class in vocational education.

Cooperative Education

Students are employed by community business persons and obtain actual on-the-job experience along with in-class instruction.

Coordination

The act of supervising the cooperative vocational education program toward the goal of providing meaningful education for students enrolled in the program.

FHA-HERO Student Organization

For junior and senior high school students in home economics programs. FHA-HERO promotes leadership development and provides opportunities for students to develop competencies essential to employment in home economics related occupations and the occupation of homemaking.

Follow-up Study

Annual report on graduates and dropouts with saleable skills in vocational education.

Objectives

The expected measurable behavior that should result from successful completion of designated learning experiences.

Occupational Clusters

A group of occupations requiring similar training.

Occupational Home Economics Program or Home Economics Related Occupations (HERO)

This program provides classroom instruction and simulated or on-the-job work experience in home economics related occupations. These two experiences must be planned and supervised by the teacher so that each contributes to the student's education and to his employability.

Related Classroom Instruction

Instruction given by the teacher-coordinator within a formal class organization for those students enrolled in the occupational home economics program to provide them with needed knowledge, skill, attitudes and understandings facilitating development of job competence.

Simulated Work Experience

Consists of a laboratory experience within the school confines.

Student-learner Permit

U.S. Department of Labor permit which allows students to work at 75 percent of minimum wage in places of business subject to wage-hour regulations.

Tasks

Work activities related to an occupational area.

Teacher Coordinator

One who directs classroom instruction and coordinates activities of students in an occupational home economics program.

Training Agreement

A non-legal memorandum of agreement between the employer, student, teacher-coordinator and the student's parents stating the purpose of the program, delineating the experiences the students will have, and the responsibilities of each party involved in the occupational home economics program.

Training Plan

An outline of educational activities, both classroom and laboratory experiences, prepared cooperatively by the teacher-coordinator, the training sponsor and the student.

Training Sponsor

The person within a business designated by the employer to be responsible for teaching and supervising the student.

Training Sponsor Development Program

A series of formal meetings in which the teacher-coordinator provides instruction on how persons can more successfully perform the role of the training sponsor.

Training Station

Business establishment which employs an occupational home economics student and provides him/her with supervised work experience in accordance with a written training agreement or plan.

I. OCCUPATIONAL HOME ECONOMICS PROGRAM

Occupational programs in Vocational Home Economics are those which prepare students for employment in occupations requiring knowledge and skills in one or more subject areas; human development and relations; home management; consumer education; clothing and textiles; food and nutrition; housing and home furnishings. Occupational programs are provided for in the Vocational Education Act of 1963 and the 1968 Vocational Amendments. These acts authorized funds for the expansion of Vocational Home Economics to include preparation of students for their dual roles of homemaker-wage earner. Acts prior to 1963 authorized funds for homemaking education only, so the occupational emphasis has been a "new dimension" in Vocational Home Economics since 1963. The occupational programs are designed to supplement, but not replace, consumer-homemaking programs.

Training for home economics related occupations consists of in-class instruction plus actual work experience. The work experience can be approached in two different ways--a simulated method or a cooperative method. A simulation consists of a laboratory experience within the school confines such as school lunch lines, a mini-restaurant, boutiques, a nursery school, etc. The cooperative method is one in which students and teachers work together with community business persons to provide actual on-the-job employment experiences for occupational home economics students.

II. DIFFERENCES BETWEEN THE TWO ASPECTS OF THE VOCATIONAL HOME ECONOMICS PROGRAM[1]

Important differences between consumer-homemaking and occupational home economics programs are listed below:

Consumer-Homemaking Education	Occupational Home Economics Education
Total curriculum is broad in scope and content and is designed to meet individual and societal needs that are adapted to a particular community.	Curriculum is based on job analyses of specific occupations.
Attitudes, behavioral development, and skills necessary for strengthening family well-being are stressed.	Emphasis is placed on the development of attitudes, behavior, and skills necessary to secure and hold a job.
Students are accepted on the basis that individualized learning in the program can benefit all.	Qualities and aptitudes are the basis for selecting students in a specific job-oriented program.
Programs are appropriate to all communities because concepts are selected to provide quality living for all individuals.	Programs are established when evidence shows need for trained personnel in occupations related to home economics.
Counseling is valuable in development of personal and family values.	Vocational counseling service is necessary to help determine needs, employment opportunities, and placement of students in the most satisfactory program.
Advisory committees help to develop realistic programs designed to meet community needs.	Advisory committees help to determine work available and to advise and evaluate the specific emphasis of the gainful employment program.
Evaluation is based on achievement of objectives of the program.	Evaluation is in terms of performance and the ability to secure and hold jobs.

[1]Adapted from Handbook for Home Economics Cooperative Education Teacher-Coordinators. Lubbock, Texas: College of Home Economics, Texas Technical University, 1972, p. 3.

III. VOCATIONAL HOME ECONOMICS PROGRAMS

The following chart is a compilation of program qualifications, teacher qualifications, funding, and unique characteristics relating to Vocational Home Economics Programs in Nebraska. It is difficult to summarize in one page all of the information taken from both the Nebraska State Plan and the Guidelines for Vocational Education. For more detailed information, contact:

Director
Home Economics Education
State Department of Education
233 South 10th Street
Lincoln, Nebraska 68508

VOCATIONAL HOME ECONOMICS PROGRAMS

	Program Qualifications	Teacher Qualifications	Funding	Unique Characteristics
Consumer-Homemaking (Part F)	Three levels, comprehensive Consumer Homemaking. Adequate space and equipment. 30 students per program; 5 students per class. Vocationally qualified instructor.	36 Hours of Home Economics 12 Hours of Vocational Education	*11.5% Regular 30.4% Economically Depressed Areas Instructor's salary only.	Program must cover all areas of home economics. Program must include consumer education. Preparation for dual roles--homemaker and wage-earner. Extended employment recommended. FHA/HERO recommended.
Occupational Home Economics (Part B)	Provides training for home economics related occupations. Advisory committee. Students of legal employment age at completion of program. Follow-up of graduates.	36 Hours of Home Economics 12 Hours of Vocational Education 4000 Hours related work experience.	Weighting scale Instructor's salary. Instructor's travel. Equipment.	Instruction accomplished by simulation or cooperative work experience. Prepares for occupation <u>OR</u> cluster of occupations. Students must have tentative career objective. FHA/HERO recommended. Extended employment recommended.
Cooperative Occupational Home Economics (Part G)	Related vocational instruction class. Supervised occupational experience. Selected training stations. Coordination time. Training agreements. Advisory committee. Regular evaluation of student progress. Follow-up of students.	36 Hours of Home Economics 12 Hours of Vocational Education 4000 Hours related work experience. Coordination Techniques	*First year 85% 95% Second year 65% 95% Third year 45% 95% Instructional time. Coordiration time. Extended contract. Travel Instructional materials.	Special consideration given to areas of high youth unemployment and high drop-out rate. Extended contract <u>required</u>. Programs funded for maximum of three years. Instructors required to attend in-service workshop annually. FHA/HERO recommended.

*The percentage of reimbursement is based on availability of funds.

IV. OCCUPATIONAL HOME ECONOMICS CLUSTERS

Five occupational clusters have been identified in home economics:

1. Child Care Services
2. Clothing Services
3. Home Furnishings Services
4. Food Services
5. Community Services

Occupations which cannot be approved are those which come within the definitions of programs for agriculture, distributive education, industrial education, health occupations, technical education, vocational office education, and occupations generally considered professional or requiring the baccalaureate or higher degrees.

Descriptions of each occupational area in home economics and suggested employment opportunities are as follows:

Description of Occupational Areas	Employment Opportunities
Child Care Services: Preparation for a variety of employment related to child care centers and young children.	Child care attendent or assistant Day care center leader or aide Assistant in pediatric ward of hospital Self-employed in home, caring for children Community or private nursery school leader or aide Community recreation aide Employment in a home to care for children Elementary school teacher aide Baby sitter Department store nursery worker Airport nursery aide Private kindergarten assistant Recreation center aide Assistant in a handicapped children's clinic

Description of Occupational Areas	Employment Opportunities
Clothing Services: Preparation for employment concerned with clothing and textiles	Seamstress or dressmaker's assistant Fashion careers and retailing Tailor or tailor's assistant Costume construction Fabric Coordinator Textile tester Clothing alterationist Institutional seamstress Presser Clothing maintenance specialist Work in: Bridal shops Clothing stores Women's apparel shops Cleaners Laundries Linen services Fabric stores Sewing machine stores Sewing for others in own home Specialty seamstress (making belts, buttonholes, monograms, etc.) Home based custom sewing business.
Home Furnishings Services: Preparation for a variety of employment related to home furnishings and/or equipment.	Gift wrapper Florist helper Window displayer or helper Drapery hemmer, drapery construction Floral designer Home furnishings aide Tester of equipment Floor covering consultant Work in: Drapery stores Interior design shops Equipment and furnishings stores Upholstery shop Refinishing shop Furniture shops Floral shops Factories which produce home furnishings Home-based upholstery and refinishing business Buyer's assistant in home furnishings Interior decorator's assistant Custom-making of draperies, curtains, slip covers, etc.

Description of Occupational Areas	Employment Opportunities
Food Services: Preparation for a variety of employment related to institutional and commercial food services.	Quantity cook in institutions such as hospitals, colleges, nursing homes, school lunches, restaurants. Food service supervisors Catering service manager or cook Waitress/waiter Short order cook Salad maker Pastry assistant Cake decorator in a shop or at home Cook for private homes Fountain service worker Food tester Host/hostess Sandwich maker Work in bakery Work in private home Food service worker for airline food catering service Cook or baker for basic food preparation - Salad maker, pastry maker, meat cook, etc. Aide in setting up steam table foods and serving them in a cafeteria Assistant to Head Cook in one of the above mentioned institutions Food caterer's assistant for banquets, teas, receptions, etc. Short order cook or assistant cook
Community Services: Preparation for a variety of employment concerned with public housing services to homemakers and housekeeping services.	Companion to the elderly in nursing homes or private home of the elderly person Companion aides Management aide in federal low rent housing Homemaker assistant Housekeeper Hotel/Motel housekeeping aide Nursing home housekeeping aide Homemaker/home health aide Tourist guide

V. TEACHER QUALIFICATIONS

Certification policies for Occupational Home Economics teachers in Nebraska designate that in addition to the requirements for teaching Secondary Vocational Home Economics the teacher of Occupational Home Economics courses shall have a minimum of two years occupational experience in the field the teacher is to teach or such alternatives as described in Part B, Vocational Education Programs, "Policies and Criteria for the Approval of Teacher Education Programs and Institutions in Nebraska," by the Nebraska Council on Teacher Education.

Recommendations for Verification of the Work Experience Requirement for Occupational Home Economics Teachers in Nebraska are included below:

1. Work experience must be paid work experience.
2. Work experience must total 4,000 hours; or 2,000 hours and 360 hours of employment under direction and supervision of a qualified vocational teacher educator.
3. a. For each job held, a letter of endorsement from the employer stating the type of work and quantity of work employee did is necessary.
   b. If self-employed or unable to obtain employer endorsement, person must seek some form of documentation for each type of self-employed, paid work experience which states the type of work and quantity of work experience.

      Verification could be done through such means as:

      - A notarized statement
      - A letter of verification from a family member
      - Letters of verification from those persons who paid for work performed.

4. Paid work experience may be counted as related to home economics when it involves human development, human services and/or human care. The relatedness is determined by the medium through which the service is provided and the direct relationship between the worker and the individual(s) being served.

   The following paid work experiences are examples.

   a. Any work experience is food service, child care services, clothing services, housing services, consumer/equipment services and human services.
   b. Experiences in business and industry as a paraprofessional where job tasks relate to consumer education, management of resources and human relations skills.
   c. Teacher aide, extension aide, librarian work, lifeguard work, receptionist work in recreation programs and tourist services work.

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[1]Approved by the State Home Economics Education Committee, Larry Loomis and Marge Harouff on October 17, 1975.

VI. THE TEACHER-COORDINATOR[1]

The teacher-coordinator of an Occupational Home Economics program is employed by the local public school to supervise and correlate the school study and the work experiences of Occupational Home Economics students. It is his/her duty to promote interest in the program, organize classes, place students in employment according to interests and qualifications, develop and organize instructional materials, coordinate school study and work experiences of students, prepare reports, represent the school on special occasions related to vocational education, and keep follow-up records on students.

A cooperative relationship with guidance personnel and good personal relationships with other faculty members are also important. A positive attitude toward teaching for employment; an alertness to opportunities for possible training stations; ability to communicate with students, faculty, administration, and community members; and willingness to accept responsibility for follow-up of trainees are additional responsibilities for teachers of this program.

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[1]Adapted from Handbook for Home Economics Cooperative Education Teacher-Coordinators. Lubbock, Texas: College of Home Economics, Texas Technical University, 1972, p. 10.

VII. STEPS IN INITIATING AN OCCUPATIONAL HOME ECONOMICS PROGRAM

1. The Vocational Home Economics teacher and appropriate school administrators should discuss the program and agree on the organizational procedures which should be carried out. This step should include organizing a steering committee. The procedures for organizing and using a steering committee may be found on page 13.

2. A local survey should be made to determine the number and kinds of home economics related businesses or firms that are in the community or surrounding area.

3. Make a preliminary survey of the high school student body to determine the number of prospective students.

4. Contact the Vocational Home Economics Section in the State Department of Education for any assistance they may be able to offer.

5. Organize a local advisory committee.

6. Develop and adopt a policy statement to serve as an operational guide for the administration of the program.

7. Develop a basic curriculum.

8. Select students.

9. Select training stations.

10. Determine final materials and facilities needed to accomplish student objectives.

11. Develop training plans and agreements.

12. Place students in training stations.

13. Select the forms to be used.

14. Plan for evaluation and follow-up of students.

VIII. STEERING COMMITTEE

A steering committee is organized in an attempt to gain advice from interested persons in the local community. This committee is temporary in nature and its primary purpose is to advise whether or not a cooperative occupational home economics program should be part of the local school curriculum. In addition, the steering committee members can assist in the early planning stages of the program by conducting and analyzing community surveys.

An outline of the steps to be taken in organizing a steering committee:

1. Discuss the possibility of such a committee with school administrators, guidance counselors, and other educators.

2. Develop a list of key people in the community who would be interested in serving on the committee. Most steering committees have a membership of 18 to 25 persons. Select representatives from business, labor, education, and the news media. Interested parents and students should also be part of the committee.

3. Set date and place of the meeting.

4. Contact each person listed to determine if they would be willing to serve on the committee.

5. Organize the agenda for the first meeting including such items as:

   a. Identification, by the school administrator, of items for consideration.
   b. Exploration of programs by committee members.
   c. Sharing of ideas and concerns by resource persons. For example: State Department of Education personnel, surrounding area vocational educators, representatives from teacher education institutions, etc.

6. Appoint working subcommittees to gather information through research or surveys.

IX. DETERMINING THE NEED FOR AN OCCUPATIONAL HOME ECONOMICS PROGRAM

Some factors to be considered when determining the need for an Occupational Home Economics program in a community include:[1]

1. Needs of students for occupational education.
2. Need of school to include occupational education in curriculum offerings.
3. Need of community for trained personnel.
4. Opportunities for employment in occupational areas related to home economics.
5. Willingness of community members to participate and cooperate in the educational program.
6. Skill level of performance necessary for the jobs available in the areas of home economics.
7. Training presently available.

Surveys of the students and community will assist the teacher-coordinator in obtaining a generalized view or "feel" of the need for an occupational home economics program. (See pages 15 and 16.) Additional sources of information are the Chamber of Commerce, employment services, civic organizations, labor organizations, and the steering committee.

Employment opprotunities in home economics related occupations will be available in most communities. Even very small communities will have employment opportunities within the school system such as: child care aide in the primary grades, food service employee in the school lunch program, housekeeping management assistant in school maintenance. Other employment opportunities in small communities might include: clothing assistant under the direction of a competent seamstress and companion to the elderly in individual homes or nursing homes.

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[1]Ibid., p. 11

Your High School

STUDENT INTEREST SURVEY

Name of Student_____ Date_____

Occupational Interest or Goal_____ Year_____

I am employed part time: Yes_____ No_____

Occupation_____

Name of employer_____

Address of employer_____

_____

I am not currently working, but I am interested in work experience education:

Yes_____ No_____

I am working and feel I would benefit from classroom training that would help me do a better job: Yes_____ No_____

I am undecided. Please give me additional information:

Yes_____ No_____

Signature:_____

QUESTIONNAIRE FOR PROSPECTIVE EMPLOYERS[2]

Date_____

1. Name of firm or individual_____

2. Name of director or manager_____

3. Type of firm or business_____

4. How many employees do you have? _____Full-time _____Part-time

5. What age range employee do you prefer?_____

6. What is the approximate length of service of these employees? _____

_____

7. Where do you go to find persons to fill jobs? _____

_____

8. When vacancies do occur, how difficult are they to fill?

_____a. easy, many qualified applicants
_____b. several qualified applicants
_____c. few or no qualified applicants

9. Would you be willing to train high school juniors or seniors in your firm?

_____

10. Would you be interested in employing persons who have received this training? _____

11. Do you feel there is a need for this kind of program in our area? _____

_____

12. Is there opportunity for advancement within your firm? _____

_____

13. What types of jobs exist in your firm?

____Child Care Aide
____Food Service Employee
____Companion to the Elderly
____Housekeeping Aide
____Homemaker Assistant
____Interior Design Aide
____Custom-making of Draperies, Curtains, Slip Covers, etc.
____Clothing Store Salesperson
____Seamstress or Dressmakers Assistant
____Fabric Coordinator
____Alterationist
____Fashion Coordinator
____Dietitian Aide
____Recreation Aide
____Other

[2]Ibid., p. 35

X. ADVISORY COMMITTEE[1]

The success of any cooperative education program depends upon a close relationship between the school and the employers of the community. The involvement of members of the community with the program is vital for the program's success. One way of involving community members is to establish a local advisory committee.

The advisory committee has no administrative function, but it is expected to make constructive recommendations for the improvement of the program and to help carry out these recommendations when requested to do so by the teacher-coordinator or other school officials. One of the major purposes of an advisory committee is to aid in the planning of a sound course of occupational education which is related to the needs of the community. Some of the suggested duties of an advisory committee are to:

1. Aid in publicizing and promoting the program in the community.
2. Identify areas into which cooperative home economics can expand.
3. Help to determine criteria for the selection of training stations.
4. Review training plans.
5. Sign all training plans (Chairperson)
6. Recommend a minimum wage for the purpose of preventing exploitation of students.
7. Provide supplementary instructional materials when available.
8. Assist with the evaluation of the program.
9. Advise as needed in relation to program objectives, course content, and the competencies expected in the occupations for which the training is being offered.
10. Advise on criteria for the selection or recruitment of trainees.
11. Help obtain information regarding job opportunities in the occupational areas included in the cooperative program.

Selection of Advisory Committee Members

It is suggested that the advisory committee be organized in the initial stages of the program. The teacher-coordinator may have identified possible committee members as the initial visits were made to employers. The school superintendent, vocational director, and principal may also be able to recommend possible committee members. Once the members of the committee have been decided upon, they should be approved by the superintendent, and the letter of invitation should be signed by him/her. The letter of invitation should explain the functions and define the term of service for committee members. A suggested letter of this type has been included on page 20.

The committee may be composed of five to seven members who serve for one to two years. One to two year terms for committee members provides an opportunity for more citizens of the community to become acquainted with the program. A rotation plan for the addition of new advisory committee members may be used.

Membership on the committee should include representatives from:

Management: These members may be managers or owners of businesses who are prominent in civic affairs. Some factors to consider when selecting

[1]Ibid., p. 14.

these persons are their close relationship to the fields of employment represented and their participation and interest in school affairs and educational matters. Their contributions to the committee can be to provide information on (1) the need for trained employees and (2) the expectations of employers in regard to the jobs in their businesses.

Training Sponsors: In some situations the training sponsors may be employees rather than managers or owners of the business. Regardless of their position, it is suggested that at least one or two training sponsors be included on the committee. Their contribution is similar to that of the manager.

School Administration: This may be the superintendent, vocational director, or principal. This committee member can help in interpreting the educational objectives and policies of the program.

Members of the Public: These may include homemakers and/or other persons in business or professions. One of their contributions can be to identify services homemakers desire and are willing to pay for, as well as to identify jobs as assistants to professionals for which training may be provided.

Employment Services: This committee member, if available in the community, can give information from previous occupational analyses and can help suggest procedures for determining aptitudes for employment and interests in occupational fields.

Organization of Advisory Committee

Each committee should have a chairman and a secretary selected from the group by its own members. Meetings are to be called by the chairman at the suggestion of the teacher-coordinator. Meetings should be held periodically, but not more often than is necessary. It must be remembered that advisory committee members donate their time and effort to aid the school, and the imposition of unnecessary requests for assistance is unwise. A clear-cut agenda following a definite purpose should be planned for every committee meeting. Meetings called merely for the sake of meeting are likely to result in a loss of interest and an eventual loss of the committee members. It is important that meetings begin and end on time. A copy of the minutes of each meeting should be sent to all committee members. The superintendent should be kept fully informed as to the proceedings of all meetings.

PLANNING AN ADVISORY COMMITTEE MEETING

The following suggestions may be helpful to the teacher-coordinator when making plans for an advisory committee meeting:

1. Notify each member well in advance of the meeting.
2. Plan the agenda for the meeting ahead of time.
3. Provide materials needed for the meeting such as: training plan, instructional materials, wage scales, etc.
4. Create a relaxed atmosphere.
5. Give each member an opportunity to express his/her ideas, making each feel that his/her contributions are valuable.

6. Guard against letting one person's idea dominate the thinking of the group.
7. Emphasize the positive rather than the negative point of view.
8. Make important decisions only after there has been time for thought.
9. Close the meeting with definite decisions agreed upon and with an understanding of what is to be done before the next meeting.
10. Discuss the plans agreed upon with the superintendent, vocational director, and principal, and decide upon the next step.

LETTER OF INVITATION TO ADVISORY COMMITTEE MEMBER[2]
(School Letterhead)

(Date)

Dear _____:

The *(Name of School System)* would like to extend an invitation to you to participate as an advisory committee member for the *(Name of High School)* Occupational Home Economics program for the *(Date)* school year.

The functions of the advisory committee are to make constructive recommendations for the improvement of the program and to serve in other advisory capacities as needed. The committee will function under the guidance of *(Teacher-Coordinator's Name)*, Teacher-Coordinator for the Occupational Home Economics program, and will meet a minimum number of times throughout the year. If you desire further information concerning the program which is contingent upon your acceptance of this invitation, please contact *(Name)* *(Phone)*.

Would you please notify us within the next week as to your decision concerning this opportunity? Your participation as a member of the committee would be a service both to the school and the community.

Sincerely, Yours,

(Name of Superintendent)
Superintendent of Schools

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[2]Ibid., 18.

XI. POLICY STATEMENT

A written local policy statement should be developed to help in administering the occupational home economics program. Included below is a sample policy statement.

COOPERATIVE OCCUPATIONAL HOME ECONOMICS

1. Time for on-the-job instruction

   A. Students will be permitted to work in training stations during regular school hours. Students will be released from classes to work in training stations a minimum of two hours per day and/or ten hours per week.
   B. The time spent in regular school classes and working on the training station will not exceed 40 hours per week, except by written permission of the teacher-coordinator.
   C. Students must be in attendance at school each day they are released for on-the-job experience unless permission to do otherwise is granted by the teacher-coordinator.

2. Student age

   A. Students must be at least 16 years of age and/or a senior to participate in the cooperative segment of the program. (Special exceptions shall be at the discretion of the teacher coordinator.)

3. Student selection

   A. Final selection of students will be made by the Occupational Home Economics teacher-coordinator in cooperation with the guidance counselor.
   B. Students must have completed at least one year of Home Economics prior to enrolling in the cooperative OHE program. (Exception to this policy will be made only upon recommendation of the OHE teacher-coordinator with the approval of the principal.)

4. Student wages

   A. All students enrolled in the program must receive compensation for their work at the training stations.
   B. The minimum wage any student may receive will be governed by the current labor laws concerning minimum wage.

5. Length of on-the-job instruction

   A. All students must complete a minimum average of 10 hours per week on-the-job instruction during the time the student is employed. Higher minimums may be determined by the local school system.
   B. Students shall be placed in on-the-job instruction for at least one semester.
   C. Students released from employment for any reason will be counseled before placement at another training station, if appropriate.

6. Student safety and liability

   A. All students enrolled in the program will be advised to purchase school insurance.
   B. Students are responsible for providing their own travel to and from the training station.
   C. Training stations will be selected to provide maximum safety for the students.

7. Training plans and agreements

   A. A written agreement between the school, employer, student-learner and parent, which specifies the responsibilities of all individuals involved, will be developed for each student-learner.
   B. Individual training plans for each student-learner will be developed cooperatively by the teacher-coordinator, the student-learner and the training sponsor.
   C. Training plans will specify the experiences to be provided at the training station and the related classroom instruction to be given.

8. Length of class instruction

   A. A minimum of one class period per day will be provided for related classroom instruction.

9. Content of related instruction

   A. Instruction appropriate for all Home Economics Related Occupations will be provided.
   B. Instruction appropriate for each student's career objective will be provided in individualized and/or small group situations.
   C. FHA-HERO will be a co-curricular part of the related class activity and/or activities will be provided outside normal school time which are co-curricular in nature.

10. Facilities and instructional materials

   A. The OHE teacher-coordinator will be provided office space with telephone and adequate files for storage of records and teaching materials.
   B. The school will provide all necessary instructional materials required for related classroom instruction.

11. Supervision of employer

   A. A person at the training station will be designated as a "training sponsor."
   B. The designated training sponsor will be responsible for training the student during the on-the-job experience.
   C. The designated training sponsor, will be responsible for providing the on-the-job experiences listed in the training plan.

12. Supervision by the OHE teacher-coordinator

    A. The teacher-coordinator will make weekly visits to the training station to supervise the progress of the student and confer with the training sponsor.
    B. The teacher-coordinator will work closely with the training sponsor to determine any needed adjustments in the training plan and/or related classroom instruction.

13. Time and travel allowances for the teacher-coordinator

    A. The OHE teacher-coordinator will be provided 30 minutes weekly released time, during the school day and during the time students are released for employment, for each student enrolled in the program. This time will be used for supervision and coordination activities.
    B. All travel incurred in the performance of the teacher-coordinator's regular duties will be reimbursed.
    C. The teacher-coordinator will be provided funds for authorized trips outside the school district.

14. Financing the program

    A. The school district will provide adequate financial support for the program.
    B. The following items will be included in the program budget:

        Books and other instructional materials
        Equipment
        Supplies
        Teacher-coordinator travel
        Extended contract
        Professional FHA-HERO district and state activities
        Miscellaneous

15. Advisory committee

    A. An advisory committee will be organized for the cooperative OHE program and/or a subcommittee representing OHE will be added to the general vocational advisory committee.
    B. The advisory committee will represent public and private community sectors.

16. Community survey

    A. A comprehensive survey of the business community will be conducted every three years.
    B. The OHE teacher-coordinator will conduct an annual survey to locate new training stations.

17. Public relations

A. Planned and continuous efforts will be made to promote the program to students, school personnel, employers and the public.
B. The teacher-coordinator will assume a leadership role in program promotion.

18. Selection of training stations

A. A well-planned systematic method of selecting training stations will be utilized.
B. The OHE teacher-coordinator will have the primary responsibility for approving training stations.

19. Placement of students in training stations

A. A concerted effort will be exerted by the teacher-coordinator to consider the career interests of students and general employee interests of employers when placing students.
B. Employers will interview students before placement.

20. School credit for on-the-job experience

A. School credit for work experience will be equivalent to that of regular classroom instruction.
B. Achievement and progress in both related classroom and on-the-job experiences will be considered when grading students. Separate grades will be given for both segments, i.e., related class and on-the-job training, of the program.
C. The students will be rated by the employer and graded by the teacher-coordinator.

21. Records and reports

A. In addition to regular school records and reports, the teacher-coordinator will maintain the following:

- Reports of supervisory visits to training stations
- Placement records of former students
- Individual students' earnings and hours worked while enrolled in the program
- Individual training plans and agreements
- Permanent address files for 1, 3, 5 & 7 year follow-ups.

22. Student follow-up

A. The school will maintain an organized system of following up on students graduated from the program.
B. The teacher-coordinator, in cooperation with guidance personnel, will assume responsibility for following up students.

23. Program evaluation

A. A comprehensive evaluation of the cooperative HERO program will be conducted every three years.

XII. STUDENT SELECTION[1]

One of the most important factors in the success of a cooperative education program is the quality of students selected to enter training. This does not mean to imply that all students must be "A" or "B" students but it does mean that they should possess the aptitudes and qualifications necessary for success in a given occupational area.

High school students sixteen years of age or older who are classified as juniors or seniors are eligible to enter the program. Students must have completed one year of home economics prior to enrolling in the occupational home economics program. Applicants may or may not be employed at the time they are admitted to the program.

Factors to Consider When Selecting Students

Careful consideration by the teacher-coordinator of the personal characteristics listed below is recommended when selecting students for an Occupational Home Economics program:

1. Interest in receiving training
2. Physical suitability
3. Disciplinary record
4. School attendance records
5. Hobbies
6. Past work experience
7. Recommendations
8. Past employer's opinions
9. Other school activities
10. Personal appearance
11. Grades in high school
12. Personality characteristics

    a. punctuality
    b. honesty
    c. loyalty
    d. alertness
    e. accuracy
    f. perseverance
    g. cooperation
    h. initiative
    i. sincerity
    j. willingness to work

Students who wish to develop skill in a vocation early and who need and can profit by the training should be accepted in the program. Those who are interested only in "spending money", want to leave school early, expect to be able to participate in many extracurricular activities, or who are emotionally unstable or immature should not, ordinarily, be accepted for the training programs.

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[1]Ibid., p. 19

Contacting Students:

Although spring recruitment is more desirable than late summer, teachers who are beginning a program may have no other alternative. One way of contacting students would be to examine student record cards and mail a letter and interview schedule to all eligible students. An example of such a letter and interview schedule is shown on pages 27 and 28. From these forms, the list can be narrowed to those who are interested and who can then be scheduled for personal interviews. An application asking for additional information can be given to the students prior to the interview (see pp. 29-31). Before using. these forms, be sure to check with administrators to be sure they are consistent with existing school policies.

LETTER TO STUDENT
(School Letterhead)

(Date)

Dear_____.

A new program of occupational home economics has recently been added to the list of high school subjects. In this program the student will be employed a minimum of ten hours a week in a place of business in the community. The student will spend at least half of each day in the study of regular high school subjects including a special class related to occupational home economics. In addition to receiving practical work experiences, the student will be paid for work performed while acquiring training in an occupation of his/her choice. This plan enables the student to prepare himself/herself for full time employment and at the same time satisfy graduation requirements.

Training in the following occupations relating to home economics will be available:

Child Care Services
Food Services
Home Furnishings Services
Clothing Services
Community Services

If you are interested in obtaining further information regarding the program, you may contact (Teacher-Coordinator) at the (Name of High School) any morning during the week of (Date) from (Time). If it is not possible for you to come in person, you may mail the attached blank to (Teacher-Coordinator) at the (Name of High School).

Sincerely yours,

NAME _____ AGE _____

ADDRESS _____ PHONE _____

_____

Occupation in which you are interested: _____

Are you working now? _____

If so, where? _____

Return to: *(Teacher-Coordinator's Name)* _____

(Address) _____

_____

SAMPLE APPLICATION FORM FOR OCCUPATIONAL HOME ECONOMICS

Directions: Print all information. Answer each question.

Date: _____

Name: _____
Last First Middle

Homeroom No.____ Counselor_____ Year in School____ Attach photo here

Address_____ Phone_____

_____

Social Security No._____Date of Birth_____

Name of father or guardian_____ Occupation_____
(Cross out one)

Home Address_____ Home Phone_____

Business Address_____

Mother's name_____ Occupation_____

Home Address_____ Home Phone_____

Business Address _____

Health condition: Please check one: ____excellent ____good ____fair ____poor

Height_____ Weight_____

Physical handicaps: _____sight _____hearing _____limb _____body _____heart

Specify other _____

You have _____brothers and _____sisters

Are you now employed? _____yes _____no. If yes, state firm and address:

_____

_____

When did you begin this job?_____ Duties_____

Hours per week:_____ Hourly rate:_____ Weekly pay:_____

Other work experience:

Employer_____ Duties_____ Length of employment_____

Employer_____ Duties_____ Length of employment_____

References: (only one may be a teacher)

	Name	Address	Phone	Occupation
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____

List your outstanding abilities, talents and strong points: _____

_____

List your weak points: _____

What do you like to do in your spare time?

What school subjects do you enjoy most? Why?

What school subjects do you enjoy least? Why?

List Home Economics courses you are taking or have taken:

_____ _____

_____ _____

List clubs and organizations of which you are a member (in and out of school):

_____ _____

_____ _____

Jobs you would like to train for in Home Economics Related Occupations:

First choice _____ Why interested? _____

Second choice_____ Why interested? _____

Third choice _____ Why interested? _____

Do you have transportation available for a job? _____yes _____no

What do you plan to do after high school? (Please check)

_____job _____college _____marriage _____further training (specify)

Present Class Schedule:

Title of Course	No.	Hour	M	Tu	W	Th	F	Teacher	Room No.

Commitment to Occupational Home Economics Program:

I am applying for acceptance in the Occupational Home Economics Program. If I qualify for this program I shall assume the responsibilities and obligations that are required.

Date_____ Student's Signature_____

Parent's Signature_____

XIII. JOB ANALYSIS

After the survey of the community is completed, it is necessary for the coordinator to go through the task of analyzing jobs which the students will be placed in. This step is vital since it will tell the instructor what the job requirements are. From this inventory of job requirements it is possible for the instructor to sort out those items which he/she must train the students in for them to fulfill their job commitments to the best possible degree. The duties, responsibilities, and other requirements of the job must be well known by the instructor.

There are many sources of information about any job. In fact, one of the best is workers who are presently engaged in the job. Actual questions may be asked or the worker's functions can be observed from a distance. The worker can also provide information about the job by filling out a questionnaire but this method is not apt to be as complete as actual observation and questioning.

Other sources of information include:

1. Employer or person directly responsible for the trainee.
2. Study guides for the specific occupation.
3. Members of the advisory board or committee.
4. Tradespersons suggested by the advisory board.
5. Occupational Outlook Handbook. (U.S. Department of Labor)
6. Dictionary of Occupational Titles. (U.S. Department of Labor)
7. Trade magazines

The information which is needed includes duties of the workers, the responsibilities inherent in the job, any training required, what equipment is used, hazards inherent in the work, physical requirements of the job, and any other information which the worker is willing to provide about the job.

The job analysis should be a continuing process. Once students are placed on a job, conferences should be held to determine areas in which they think additional training would be helpful. This will allow the teacher-coordinator to direct the course material and instruction to the areas most beneficial.

XIV. SELECTION OF TRAINING STATIONS

The following procedures should be followed when selecting training stations:

1. Secure a list of local businesses from such sources as Chamber of Commerce, city directory, yellow pages of the telephone book, or the Nebraska Job Service.
2. Conduct a survey of potential business persons to find possible training stations to match or reflect the career objectives of the students.
3. Review list of possible training stations with the administration and the advisory committee to identify additions or deletions to the list.
4. If possible, utilize information from follow-up surveys.
5. Select training stations in terms of the following factors:

    a. Training station offers occupational opportunities compatible with students' interests.
    b. Positive attitude on the part of the employer and employees toward cooperative education.
    c. Opportunities for rotation of students from one task to another as they become proficient in a particular area.
    d. Wages paid to the students should be comparable with those paid by other firms in the community to beginning employees in the same occupation.
    e. Supervised training program for employees is evident.
    f. Training station is conveniently located.
    g. Student will be able to work 10 hours per week.
    h. Student receives same employee benefits as other part-time employees.
    i. A cooperative and interested training sponsor is available.
    j. Provisions for evaluations are made.
    k. Training station should be clean and free of hazards.

6. Finalize list of training stations after consultation with administrator and advisory committee.
7. Develop a manual for training sponsors in order to familiarize them with the Occupational Home Economics program and to give suggestions for working with the student-learners. See Appendix A for sample copy of a manual for training sponsors.
8. Conduct a seminar stressing teaching and supervision techniques for training sponsors before students begin their cooperative experiences.
9. Send letters to acquaint the managers or personnel directors of prospective businesses with the Occupational Home Economics program prior to your first visit. A sample copy of this type letter may be found on page 34.

SAMPLE LETTER TO BUSINESS PERSONS[1]
(School Letterhead)

(Date)

(Business Address)

Dear _____:

We wish to acquaint you, as an employer of persons engaged in occupations related to home economics, with a new course--Cooperative Occupational Home Economics--which has been added to our high school curriculum. The ultimate aim of the course is to enable our school to render a more complete service to our local businesses and institutions by supplying them with better trained personnel from among our graduates.

The Board of Education feels that the inclusion of this type of program will do much to provide the youth of (Name ot Town) with a well-rounded educational program that will fulfill the need for practical, down-to-earth training. It will enable that large percentage of our students who desire to become occupationally competent to enter full-time employment upon graduation, or supplement their incomes while attending college or a vocational school.

As the name of this course suggests, it is carried on through a cooperative arrangement between the businesses and institutions of our city and the local schools. Practical work experiences are gained by the student through part-time employment in some place of business--such as yours--during each morning or afternoon. Information related to the student's occupation is provided by our high school in a special class scheduled each morning or afternoon. Students must be of Junior or Senior standing and must be at least sixteen years of age to participate in this program.

(Name of teacher-coordinator), teacher-coordinator of this program, will make every effort to visit you in the near future and explain the operation of this program in more detail. If you decide that your place of business will be in a position to cooperate in training one or more students, we shall be very happy to include you on our "faculty."

Very truly yours,

(Name of Superintendent)
(Name of School)

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[1]Ibid., p. 34.

XV. PLACEMENT OF STUDENTS

Placement of students is perhaps the most important and far reaching activity of the teacher-coordinator. Coordinators must balance the needs of the students and those of the community. The coordinator should place students only after conscientiously deciding that the student will be capable of producing good results on the job. It is a considered opinion that the placement of students should begin long before the actual school year. Determination of training stations will have already occurred. Placement of students is a process of matching the students for the best jobs.

The following are guidelines for placement of students:

1. Place students in jobs whose hours are compatible to the student.
2. Placements should contribute directly to the students career objectives.
3. Place students in reputable places of business.
4. Job should require training.
5. Job should entail progression through different functions required by the job.
6. Job should require an average of ten hours per week.
7. Job should not endanger the student's grades or health.
8. Avoid seasonal jobs for students.

XVI. TRAINING PLAN AND AGREEMENT

One of the characteristics of a cooperative occupational home economics program is that it is centered around an organized plan, called the training plan (see page 37). This plan is worked out by the employer and teacher-coordinator before or soon after the student is placed. The training plan serves as a guide to both employer and teacher-coordinator in planning the work experience and in-class instruction. It also helps to establish the fact that cooperative occupational home economics classes are designed as educational programs and are not just a means of providing students with part-time jobs.

After the training plan is completed and agreed upon, the teacher-coordinator prepares a training agreement. This explains the role responsibilities of the student, the student's parents, the school, the employer, and the teacher-coordinator (see page 41).

TRAINING PLAN FOR COOPERATIVE OCCUPATIONAL HOME ECONOMICS

The (Name of Business Firm) will permit (Name of Student) from (Name of School) High School to enter their establishment as an employee under the supervision of (Name) for the purpose of gaining knowledge and experience in the occupational area of 09.0202 -- Clothing Management, Production, and Services so that the student may prepare for a career as a(n) Alteration Tailor

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
2 weeks	Orientation				
	1. Conduct personal evaluation		x		
	2. Stress importance of good school and job attendance		x		
	3. Discuss necessity of good attitude		x		
	4. Practice good work habits	x			
	5. Explore job opportunities		x		
	6. Apply on-the-job training	x			
continuous	Theory				
	1. Select, use and maintain tools and equipment	x	x		
	2. Arrange and store supplies	x			
	3. Read and interpret written instructions	x	x		
	4. Use and maintain sewing machines	x	x		
	5. Fit, mark, and pin alteration	x	x		
	6. Perform alteration procedure	x	x		
	7. Press and care for garments	x	x		
continuous	Sewing Machine Use and Maintenance				
	1. Recognize types of machines and jobs they perform		x		
	2. Learn parts and adjustments of machines	x	x		
	3. Thread and operate machine	x	x		
	4. Maintain machine	x			

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Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
12 weeks	Fitting and Measuring				
	1. Pin or mark to shorten garment	x	x		
	2. Pin or mark to lengthen garment	x	x		
	3. Pin or mark to remove fullness	x	x		
	4. Pin or mark to adjust for tightness	x	x		
	5. Pin or mark to adjust sleeve length and shape sleeve	x	x		
	6. Pin or mark to adjust shoulder seams	x	x		
12 weeks	Perform Alterations				
	1. Stitch as pinned or marked	x	x		
	2. Remove old seams	x	x		
	3. Press	x	x		
4 weeks	Seams, Darts, and Hems				
	1. Mark or pin	x	x		
	2. Stitch and cut when necessary to eliminate drawing	x	x		
	3. Press when alteration is complete	x	x		
1 week	Zipper Application				
	1. Select correct type and color	x	x		
	2. Install zipper	x	x		
	3. Press enclosure	x	x		
1 week	Hemming Trousers				
	1. Measure from inseam	x	x		
	2. Cut off excess	x	x		
	3. Hem with blind stitch machine	x	x		
	4. Steam press	x	x		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
1 week	Cuffing Trousers				
	1. Measure from inseam	x	x		
	2. Add measurement required for turning cuff	x	x		
	3. Cut off excess	x	x		
	4. Hem with blind stitch machine	x	x		
	5. Turn cuff and tack on each side through top of seam	x	x		
	6. Steam press cuff	x	x		
2 weeks	Adjust Waistline in Trousers				
	1. Measure waistline for adjustment	x	x		
	2. Open top of belt, leaving old seam in place until adjustment is made (remove belt carriers as necessary)	x	x		
	3. Taper seam allowance to blend into original seam as fitting requires	x	x		
	4. Remove old seam	x	x		
	5. Open tapered seam and press flat	x	x		
	6. Turn belt over seam, turning raw edges of seam under at an angle	x	x		
	7. Stitch belt down using a tack stitch	x	x		
	8. Press				
1 week	Pocket and Flaps				
	1. Select type according to style of garment				
	2. Pin or tack placement of flap or pocket	x	x		
	3. Stitch and turn pocket	x	x		
	4. Steam press	x	x		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
1 week	Buttons				
	1. Select size and type	x	x		
	2. Space buttons	x	x		
	3. Sew on buttons	x	x		
	a. hand sew with and without shank				
	b. machine sew with and without shank				
1 week	Buttonholes				
	1. Discuss types	x	x		
	a. hand made				
	b. machine made				
	1) keyhole				
	2) straight				
	3) bound				
	2. Select type for garment	x	x		
	3. Space and mark	x	x		
	4. Stitch buttonhole	x	x		
	5. Cut opening	x	x		
	6. Press	x	x		

COOPERATIVE OCCUPATIONAL HOME ECONOMICS TRAINING PLAN
AND AGREEMENT

Student_____ School_____

Firm_____ Kind of Business_____

This training plan briefly describes the responsibilities of the student, and the teacher-coordinator. It also confirms the consent of parent or guardian for the student to work. The student is expected to observe the same regulations which apply to other employees of the firm. He/she agrees to try to improve in skills, knowledge, and personality in order to be regarded as an efficient trainee, and to be industrious both in studying at school and in working for his employer.

The student has chosen to train for a career in the field of _____.

The training the student will receive in the classroom will be correlated with the experience he/she will receive on the job, with the ultimate objective of preparing him/her for the occupation of _____.

The employer recognizes that this program prepares students for careers. He/she, therefore, will see that close supervision and instruction is given in each of the following areas of training in order to aid the student to reach his/her chosen occupational objective.

Schedule of Experiences

First 9 Weeks	Second 9 Weeks	Third 9 Weeks	Fourth 9 Weeks
Orientation Selection & Use of Equipment Operation of Machine Fitting & Measuring shortening garment lengthening garment removing fullness adjusting tightness Performing some alterations	Fitting & Measuring adjusting sleeve adjusting shoulder seams	Seams Darts Hems Zipper	Hemming Trousers Cuffing Adjusting Waistlines Pockets and Flaps Buttons Buttonholes

The beginning wage will be _____ per _____ for _____ hours per week. Progress and advancement made by the student will be evaluated by the employer each _____. The coordinator will cooperate with the training sponsor in an effort to plan classroom instruction in accordance with the schedule of experiences.

Training will cover the period from _____, 19__ to _____, 19__.

_____ (Parent or Guardian)

_____ (Employer)

_____ (Student)

_____ (Coordinator)

XVII. STUDENT REPORTS - DAILY, WEEKLY, PERIODIC

One way of obtaining information about the student's work activities is to ask them to fill out a Daily Report form in which they record the major jobs or activities they performed in the previous day (see page 43).

At the end of the week, this information is summarized on the Weekly Report (see pages 44-45). A summary of learning experiences can be reported on the Periodic Report at the end of each grading period (see pages 46-47). These records can be used as guides when making daily lesson assignments. A form for recording the hours worked and the wages received for each day and week for a school year is also included (see page 48). This form may be used by the students as wage and hour record.

DAILY REPORT[1]

Student_____
Training Station_____
Occupation_____
Week of _____

To be filled out each class period

	Hours Worked	Helped on Job	Worked Independently
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Wages received this week: $_____. Hours worked this week:_____.

[1]Ibid., p. 60.

WEEKLY REPORT[2]

Teacher-Coordinator_____

Student_____ For week of _____

1. What were your responsibilities or duties on the job this week?

	Responsibility on Job Assignment	Approximate Time Spent (hours or days)
a.	_____	_____
b.	_____	_____
c.	_____	_____
d.	_____	_____

2. What new knowledge or skill did you learn on the job? Describe: _____

_____

_____

_____

3. What did you learn in class that you applied on the job, either from study or classroom discussion? Explain: _____

_____

_____

_____

4. What difficulty occurred and what mistakes, if any, did you make on the job? What did you do to correct them?

_____

_____

_____

5. On what skill or question could you use help in performing your job better?

_____

_____

_____

_____

[2] Ibid., p. 61.

6. What interesting or challenging relationship did you have this week with a fellow worker, a client, or your training sponsor? Describe.

_____

_____

_____

Summary of Duty Time and Earnings

Date	Check-in Time	Check-out Time	Duty Hours Regular	Duty Hours Overtime
		Totals		

Total hours _____

Regular hourly rate _____

Gross Earnings for regular hours _____

Overtime hours _____

Overtime hourly rate _____

Gross earnings for overtime hours _____

Total earnings _____

Less deductions:

_____ _____

_____ _____

_____ _____

Total deductions _____

Net earnings for the pay period _____

PERIOD REPORT[3]

Student_____

Grading Period_____

Teacher-Coordinator_____

Directions to the student: Check back on your weekly reports for the past grading period (six weeks or nine weeks) and make a summary of the duties and responsibilities you have been performing. List new things you have learned during this period of time.

Training station:_____

Training sponsor:_____ Date:_____

What have been your duties the past grading period? Place a check mark (✓) by activities listed on the training plan.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Comments: _____

_____

_____

_____

_____

_____

_____ 51

[3]Ibid., p. 63.

During this time, what new skills or knowledge have you learned on the job?

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

Summary of Duty Time and Earnings for Grading Period

Total hours worked _____

Overtime hours worked _____

Total earnings for this period _____

Less deductions:

_____ _____

_____ _____

_____ _____

_____ _____

Total deductions _____

Net Earnings for pay period _____

Savings for pay period _____

YEARLY WAGE AND HOUR REPORT

Student_____ Training Station_____

Date Placed_____ Starting Wage_____

	M	T	W	Th	F	Hours	Wages
1							
2							
3							
4							
5							
6							
6 weeks total							

	M	T	W	Th	F	Hours	Wages
19							
20							
21							
22							
23							
24							
6 weeks total							

	M	T	W	Th	F	Hours	Wages
7							
8							
9							
10							
11							
12							
6 weeks total							

	M	T	W	Th	F	Hours	Wages
25							
26							
27							
28							
29							
30							
6 weeks total							

	M	T	W	Th	F	Hours	Wages
13							
14							
15							
16							
17							
18							
6 weeks total							
Semester total							

	M	T	W	Th	F	Hours	Wages
31							
32							
33							
34							
35							
36							
6 weeks total							
Semester total							
Total for year							

Wage increase:

Date_____ Amount_____ Date_____ Amount_____

XVIII. FHA/HERO STUDENT ORGANIZATION

The FHA/HERO student organization provides for two kinds of chapters:

1) FHA chapters for students in Consumer-Homemaking classes

2) HERO chapters for students enrolled in occupational home economics classes.

The main emphasis of the HERO chapter is to develop leadership through participation in a vocational student organization that emphasizes preparation for jobs and careers which require home economics knowledge and skills. The overall objective of the organization is to help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation and community involvement.

The HERO chapter experiences are totally integrated into the occupational home economics program. Because of the oneness of in-class instruction, on-the-job training, and chapter experiences, the HERO student organization becomes the means of achieving selected program objectives.

Two helpful resumes for building class/on-the-job/chapter learning experiences are:

1) Impact - This is a group process by which concerns or interests of students are identified and used as the basis for developing projects with depth.

2) Encounter - This is an individual process by which students look at themselves and their own concerns and identify personal growth projects where they choose their own goals.

For additional information concerning the organization, write:

State FHA/HERO Adviser
State Department of Education
233 South 10th Street
Lincoln, Nebraska 68508

XIX. PUBLICITY

One of the purposes of publicity is to acquaint the public with the aims and objectives of the Occupational Home Economics program. A well-planned publicity program informs students, parents, and employers about the establishment or continuance of the program prior to the beginning of the school year. Publicity throughout the school year helps to maintain interest in the program and further explain it to the public. This additional publicity may also interest other students and employers for future involvement in the program.

A variety of means can be used to publicize the program. Newspaper articles, radio "spot" announcements, talks before civic clubs and PTA organizations, letters, school news media, and personal contacts may be used. Points that may be emphasized in talks and personal contacts are:

Advantages of Occupational Home Economics programs to the school:

1. Provides for vocational training without the expense of purchasing the equipment used in the various occupations.
2. Helps meet the needs for trained employees in the community.
3. Provides an opportunity for students who do not wish to continue their education beyond high school to receive job training.

Advantages to the student:

1. Provides an opportunity to determine whether or not he/she is interested in a particular occupation.
2. Provides opportunity to receive vocational training while completing requirements for a high school diploma.
3. Provides some assurance of full-time employment after graduation in area of interest to the student.
4. Provides job training under actual working conditions.
5. Provides technical information at the time the skills are being learned.
6. Gives valuable work experience before high school graduation.

Advantages to the employer:

1. Provides more detailed all-round training than employer would ordinarily have the time to give.
2. Makes available full-time employees who have been trained in his/her establishment.
3. Offers opportunity to participate in an educational program of benefit to the community.

Feature or "spot" stories throughout the year might be written about the employer-employee banquet, reception, or tea; students' views and reactions to their jobs; the awarding of the annual training certificates; interviews with employers and students at the training station, including photographs when possible; interesting follow-up data; and the presentation of recognition certificates to the training stations and Advisory Committee members. Local newspapers are usually interested in receiving information about educational programs. The public is interested in its schools and enjoys reading about the achievements of young people in the community.

Other means of publicizing the program are articles in the school paper, bulletin board and/or window displays, a page in the school annual, and school assembly programs. These means are especially effective for reaching prospective students.

Letters to prospective students and selected businesspersons have a personal touch not a characteristic of other forms of publicity. Letters to businesspersons may be more effective if signed by the superintendent.

Additional suggestions for publicity include: using business cards, leaving descriptive brochures in school administrative offices and in businesses, and radio and television programs.

Some general guidelines to observe when planning the publicity program are to:

1. Secure approval of superintendent or publicity director for entire publicity program or each publicity item as it is released.
2. Publicize what has been done more than what is planned to be done.
3. Give due credit to all people involved.

One of the most essential elements in a publicity program is timing. A chart similar to the one shown on page 52, listing the types of publicity planned and the time when they would be most effective might be helpful in organizing the publicity program.

PUBLICITY CHART

Media of Publicity	Before School Opening	At School Opening	Each Semester	Once During Year	At End of School
Newspaper articles	X	X	X		X
Radio program					X
Talks to civic, patriotic, business clubs	X		X		
School publications			X		
School assembly program				X	
School exhibits and posters	X	X	X		X
Letters to students and parents	X				X
Employer-employee banquet				X	
Letters of appreciation to employers and parents					X
Pictures		X	X		
Feature article in newspaper (student success)					X
Placement of students	X				
Training sponsors in program	X				
Parent orientation to program		X			
Student selection		X			
Training sponsor breakfast		X			
Training station selection	X				
New advisory committee members	X				

XX. END OF YEAR ACTIVITY

It may be appropriate for students to write letters of resignation and/or appreciation to their training sponsors at the close of the year. The teacher-coordinator may also find it desirable to write letters of appreciation to the employers and express a desire for continuing the association for another year. For an example (see page 54).

Letter of Appreciation to Training Sponsor
(Letterhead paper)

Date

Dear _____:

On behalf of the *(Name of school)* I would like to express our appreciation for your participation in the Occupational Home Economics program during the past school year. The educational opportunities that you provided *(Name of student)* have been a valuable learning process for him/her. The results of this experience will continue to be of value to *(Name of student)* in the years to come. Your cooperation as a training sponsor has been a service both to the school and to the community.

We are looking forward to continuing our association for another year.

Sincerely yours,

XXI. PROGRAM EVALUATION

The occupational home economics program should be evaluated continually but a formal evaluation should be completed each year. The program can be studied from three major vantage points: external evaluation, internal evaluation or process evaluation, and product evaluation or program graduates.

External evaluation would be made by the State Department consultants and the advisory committee. The state department would evaluate the program on the basis of complying with state regulations. They would supervise such items as the equipment, classroom facilities and training stations. Seeing that all the proper forms and paper work is in proper order would also be an area of evaluation for them.

The advisory committee can measure the public reaction to the program and determine whether it is favorable or not. They can also express their opinion as to the value and quality of program. The advisory committee can tell if the program is meeting the needs of the community.

The internal evaluation or process evaluation would be made by the teacher-coordinator, related subject instructors, training station sponsors, administrators, and guidance department.

The teacher-coordinator can evaluate the program according to the performance objectives that have been stated. When evaluating the program, he/she should always keep the program objectives in mind. Other related course teachers and school administrators can give evaluative opinions of the program. The training station sponsors will offer valuable input to the program. The sponsor can evaluate the effectiveness of the curriculum and the selection procedures of trainees. All the people involved in the evaluation can offer suggestions for improvement. This is the group that comprises the internal evaluation of the program.

Product evaluation is probably the most important of the three. After all, the program graduate is the purpose of the whole program. This evaluation can be able to answer the big question, "Is the program fulfilling the needs of the student-learners?" and "Is the scope of the student's education limited by the specific on-the-job training?" plus many other questions. The graduate can give valuable feedback to the coordinator as to what phases of the program were adequate and which ones were not.

All three evaluations can offer much information about the program. They will point out the strengths and weaknesses of the program. The evaluation can give valuable information as to what changes need to be made and to what will make it a stronger program.

Results of studies should be published in attractive form, with charts, and should be distributed to counselors, other teachers, administrators, and the advisory committee. Positive results published in the newspaper would be an additional plus to public relations.

Included are two evaluation forms; one for the graduates and the other for sponsors in the community. (See pages 56 and 57.)

II. FOLLOW-UP QUESTIONNAIRE

For Graduates of Occupational Home Economics Program

Date_____

Name_____

Address_____

_____

_____

Title of your present job_____

_____

Description of your job (see Dictionary of Occupational Titles) _____

_____

_____

Have you changed jobs in the past year? _____yes _____no

If so, why have you changed? _____

_____

_____

Have you enrolled in any additional courses since graduation? _____yes _____no

If you have, what kind of course is it? _____

_____

Do you feel that retraining or additional training would be beneficial to you?

_____yes _____no

Do you feel your training has been helpful to you in your job?

_____very helpful _____helpful _____of some help _____no help at all

Have you had any advancements in the past year? _____yes _____no

If you have, was it a salary increase or advancement with more responsibility, or both?_____

Do you have any part time jobs? _____yes _____no

If you do what kind of job is it?_____

_____

Additional Comments: _____

_____

COMMUNITY SURVEY EXAMPLE

Please rate the following items pertaining to the Occupational Child Care Services Progran at _____ High School.

1. How do you rate the job traits of the student-learners?

	Low			Average			High		
A. Dependability: Promptness, reliability in attendance	1	2	3	4	5	6	7	8	9
B. Responsibility: Willingness with which work is performed	1	2	3	4	5	6	7	8	9
C. Initiative: Ability to plan and direct own work	1	2	3	4	5	6	7	8	9
D. Human Relations: Ability to get along with others	1	2	3	4	5	6	7	8	9

II. How competent are our students in the following specific jobs relating to Child Care Services:

	Very Adequate	Adequate	In-adequate	Cannot Determine
A. Health and Safety				
B. Discipline				
C. Reading and Storytelling				
D. Music and Games				
E. Creative Arts				
F. Children's Food and Eating Habits				
G. Recreational Activities				
H. Knowledge of Normal Growth Patterns of Children				
I. Knowledge of Children with Special Needs				
J. Infant Care				
K. Record Keeping				

3. How do the student-learners in our child care services program perform in a work setting?

_____Exceptionally well

_____Well

_____Acceptable

_____Poorly

4. Below is a list of personal questions and job skills. Check the three (3) you consider most important for a person who is a child care aide.

_____Ability to get along with others

_____Initiative

_____Positive attitude toward work

_____Personal appearance

_____Dependability

_____Attendance and Punctuality

_____Ability to take orders

_____Desire to learn

5. What changes would you recommend be made in our occupational child care services program?

XXII. COORDINATION ACTIVITIES[1]

Coordination activities are an important part of the teacher-coordinator's schedule. There are many purposes for the visits to the training stations where students are employed. Contacts are to be made with the employers or training sponsors, if different from employers; the trainee; and other employees during the visits.

Visits to Training Stations

Ordinarily, teacher-coordinators should contact the employer or supervisor upon entering the business and request permission to visit. Even though some employers might not require this, it is a good practice to follow.

Some of the objectives for visits with the employer and/or training sponsor might be:

1. To obtain sources for instructional materials and/or determine occupational information needed by the student.
2. To become familiar with the policies, rules, and working conditions at each training station.
3. To insure that the related class instruction is closely related to job training.
4. To learn terms and procedures used in the occupation.
5. To discuss opportunities for rotation of tasks performed by student.
6. To discover new possibilities for training stations.
7. To discuss progress of student and areas where improvement is necessary.
8. To check that agreements made on training plan are being followed in terms of experiences, wages, and hours.
9. To detect any problems that might develop before the situation becomes serious.
10. To secure rating of student for each grading period in terms of accuracy, dependability, promptness, willingness to obey instructions, cooperation with other employees, and initiative.
11. To express appreciation for the help given to the student during the training period.

During a visit to the training station, the teacher-coordinator spends a limited amount of time, if any, with the student in order not to interfere with the training activities; however, some objectives for observing and talking with the student at the training station are:

1. To become acquainted with the trainee's current job assignments.
2. To observe strengths and weaknesses of the student in that particular job.
3. To determine class assignments which would relate to the student's present job assignment.
4. To observe the student's ability as a basis for counseling about improvement.

In some situations the teacher-coordinator may also come in contact with other employees. It is important that the teacher-coordinator learn and remember names and take time to visit with the other employees briefly. Talking with them about the purposes of the cooperative education program may help others to understand more clearly the on-the-job training program for the students. Appreciation should be expressed for their cooperation in training the student.

Some do's and don'ts to follow when visiting the training stations are:

Do

1. Do be alert. Observe what is going on without appearing to "snoop."
2. Do be friendly with everyone without fraternizing with them.
3. Do show an interest in the work in progress. Be curious; ask questions if the opportunity presents itself.
4. Do take notes (after leaving) on items which may be used for a conference with the student or for study assignments.
5. Be quick to sense the employer's desire to terminate a conference.

Don't

1. Don't call attention to errors, bad practices, or unsafe conditions while visiting the student. Do so in private conferences.
2. Don't try to demonstrate to a student how to do a job which he/she is assigned.
3. Don't pose as an expert or authority on any matter concerning the work in progress.
4. Don't request a conference with the employer when he/she is obviously busy.
5. Don't interrupt or interfere with the student's work.
6. Don't appear to be loafing or just "passing the time."

Schedule of Coordinator's Activities

A weekly schedule enables the teacher-coordinator to make more effective use of coordination time. The variety of activities to be performed during this time includes visits to the training stations, advisory committee meetings, grading papers, planning class activities, and conferences with parents.

Before the teacher-coordinator leaves the school he/she should determine which stations to visit, what materials to take along, and the purpose of each visit. It is recommended that each training station be contacted as needed, once every two or three weeks if possible. This enables the teacher-coordinator to keep informed of the jobs assigned to the students, to visit with the various people at the training station at different times, and to discuss any problems or difficulties before they become serious ones.

After the teacher-coordinator leaves the training station, he/she should record the information obtained during the visit. Such records do not need to be formal, but the informal entries will be useful when planning class activities, and preparing the monthly travel report. A travel form as illustrated on page 61 may be used by the teacher-coordinator for recording information related to daily visits and activities.

Employer's Periodic Rating

Securing the employer's periodic ratings on students each grading period is another coordination activity. Suggested forms for this report are on pages 62 and 63. The form may be mailed, or sent to the employer by the student a week before needed; however, there is an advantage to taking the form to the employer during a coordination visit. In this event, the form may be completed while the teacher-coordinator is present thereby providing an opportunity for the employer and teacher-coordinator to discuss the strong and weak points of the student. The teacher-coordinator may want to take the previous rating sheet as a reminder of the employer's prior ratings of the student.

Record of Daily Travel

Teacher_____ Date_____

Time Departed _____ Time Returned_____

Mileage_____ Mileage_____

Person Contacted	Purpose of Visit	Comments

EMPLOYER'S PERIODIC RATING
for
OCCUPATIONAL HOME ECONOMICS

Student _____ Date _____

Training Station _____ Rated by _____

DIRECTIONS: Please circle one of the numbers (from 1 through 10) opposite each of the five factors in the left-hand column which you think nearest indicates the student's rating for the past six-weeks school period.

FACTORS	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
PROGRESS Has he advanced in skill and knowledge during the past 6 weeks?	1 2 Has made almost no progress.	3 4 Has progressed in only a few phases of his training.	5 6 Has made average progress in his training.	7 8 Has advanced beyond expectations.	9 10 Exceptional progress made in skills and knowledge.
INITIATIVE Can he originate and carry through on ideas?	1 2 Has to be told everything to do.	3 4 Seldom goes ahead on his own.	5 6 Goes ahead on routine matters.	7 8 Frequently looks for additional work to do.	9 10 Always finding jobs that need to be done.
RELIABILITY Can the student be depended upon in his work?	1 2 Can seldom be relied upon.	3 4 Frequently fails to come through.	5 6 Can be relied upon in most cases.	7 8 Only occasionally fails to come through	9 10 Can be relied upon implicitly in all matters.
WORK ATTITUDE Does he have a good attitude toward his work?	1 2 Bored, shows little enthusiasm.	3 4 Rationalizes his shortcomings and mistakes.	5 6 Normally enthusiastic about his work.	7 8 Tries to improve his work in most cases.	9 10 Is always alert to finding ways of improving work.
COOPERATION Does he work well with others?	1 2 Always wants his own way; is hard-headed.	3 4 Hard for others to work with.	5 6 Usually congenial and easy to work with.	7 8 Works well with his associates.	9 10 Cooperates fully in all matters.

ADDITIONAL REMARKS:

EMPLOYER'S PERIODIC RATING

Dear Training Sponsor:

Please check the following qualities of (Student's Name) as shown by this student's on-the-job training in your business. This rating will be used to help determine the student's periodic grade in the Occupational Home Economics program.

Thank you,

(Name of Teacher-Coordinator)
Teacher Coordinator

Quality	Poor	Average	Good	Excellent
Personal Appearance				
Personality: tact, voice, manner				
Mental Alertness: ability to follow instructions				
Dependability: punctuality, ambitious, etc.				
Production Ability: volume of work, quality of work, ability to do work required, takes pride in work done				
Other remarks:				

XXIII. APPENDIX A

N O W T H A T I A M A T R A I N I N G S P O N S O R . . .*

A Manual for Supervisors of
Occupational Home Economics
Student-Learners

*Adapted from a similar manual for Distributive Education
developed by Oliver Anderson under the direction of Warren G. Meyer.

PREFACE

As a training sponsor you have a great deal to gain and a great deal to give. How much you gain and how much you give are closely related.

Your being chosen as a training sponsor is an indication that you are an expert in your field. You have a great deal of knowledge that can be passed along to a student-learner. How much the student learns will depend upon how well you can teach.

This can be both an opportunity and a challenge to you. As a manager, you will gain a high-output worker -- as a supervisor, you will gain skill in training which will prove extremely valuable to you. Furthermore, the challenge of preparing youth for a career can be very satisfying to anyone with a firm faith in our free-enterprise system.

How can you improve your teaching? You can be sure you'll have plenty of help. The teacher-coordinator who gave you this booklet is a professionally trained teacher who is ready to help you whenever you need it. Furthermore, the teacher-coordinator has had successful experience in business and understands your problems. You and the teacher-coordinator are partners in a tremendously important task -- that of molding a student into a highly productive, happy worker and a responsible citizen. Together you can achieve much more satisfactory results than either of you could do alone.

If you have a training department in your establishment, you can obtain assistance from this source too.

You are to be congratulated for being chosen as a training sponsor. As such, you are recognized as being part of the educational system in this community. Feel that you are a part of it and take an active part whenever you can.

As a partner in education, your teacher-coordinator will keep you up to date on school activities, especially those which affect the training process and the student-learner. He/she is also a good source for books, pamphlets and publications as well as information about training classes which can help you become a better trainer. The occupational home economics program is national in scope -- consequently an abundance of written material is available for your use on the subject of training.

You can help the teacher-coordinator too by passing on information and publications in your field that can be used in class. Trade journals, merchandise booklets, samples, displays and charts are only some of the materials that can be used in the classroom. Remember, your student-learners are counting on you. Give them the best training possible for your sake and theirs.

INTRODUCTION

This booklet was written to familiarize you with the cooperative part-time training program and to give you a start toward providing sound job training to student-learners. If you are already competent as a trainer, you will find suggestions taken from the experiences of other training sponsors which will help you become even more proficient. If you will keep this booklet in a handy place, it will answer many questions for you as they arise. Refer to it often and consult the teacher-coordinator when you need more information.

What is Occupational Home Economics?

Occupational home economics programs are those which prepare students for employment in occupations requiring knowledge and skills in one or more home economics subject areas: human development and the family, including child development; home management; consumer education; clothing and textiles; food and nutrition; and housing and home furnishings. These subject-matter areas are relevant to a variety of occupations, especially those in the service area where statistics indicate there is an increasing need for trained personnel. During the past few years, an increasing number of people eat outside the home, stay in nursing homes, leave their children in child care centers, desire alterations or repairs on their clothing, want help with decorating their homes, and travel and require clean, pleasant surroundings at night. With the expanded demand for services, the need for food service employees, dietitian aides, child care aides, clothing assistants, home furnishings aides, and housekeeping management assistants is apparent.

Certain aspects of a student's training for and adjustment to a job are best learned in the classroom. However, other aspects, as well as the application of classroom instruction, are necessary for effective occupational training and are best acquired in a job situation. Classroom instruction coordinated with training on the job has resulted in competent well-adjusted workers performing successfully for cooperating employers. These workers have, in addition, sound fundamental knowledges which fit them in many instances for early promotion.

Who Are the Student-Learners?

Are they too young to learn a job? Too irresponsible?

Certainly they are not too young to learn. They are at the most opportune age for maximum learning.

Responsibility as well as interest are dependent to a large degree upon the student's maturity. The students must be ready to profit from the program before they are allowed to enroll in it. Your school has a distinct advantage in having a record of each student's performance in school as well as the results of aptitude tests which are an indication of their readiness for occupational training.

Student-learners are juniors or seniors in high school; usually 16 to 18 years of age. Those who are 16 or 17 are restricted from only those occupations which are deemed hazardous--physically and morally.

HOW THE TRAINING PROGRAM OPERATES

Selection of Training Stations and Training-Sponsors

The place of business of a cooperating employer is known as a training station. It is the responsibility of the teacher-coordinator to locate training stations which are willing to meet the following minimum requirements:

.....to employ a youth for a minimum of 10 hours a week through the school year.

.....to pay the student-learner the prevailing wage paid to other learners doing similar work.

.....to analyze the occupation with the teacher-coordinator and lay out a training plan which will insure a diversity of experiences.

.....to work closely with the teacher-coordinator so classwork and job training can supplement one another.

.....to evaluate periodically the progress of the student-learner.

The training sponsor is selected by the employer. In firms employing a small number of employees the manager or owner often chooses to assume this responsibility.

Employers are encouraged to consider the following criteria in selecting the training sponsor:

.....the sponsor should enjoy working with young people.

.....the sponsor should be competent in the area in which he or she is to train the student-learner.

.....the sponsor should be open-minded, patient, friendly and helpful.

.....the sponsor should have the ambition to advance in the field so he/she will appreciate this opportunity for improving his/her supervisory training skills.

Hiring a Student-Learner

When agreement is reached between an employer and the coordinator, and a training sponsor has been designated, it is time to select a student-learner.

The teacher-coordinator has carefully screened applicants for the program and now is ready to match the requirements of the student training position with the qualifications of the applications. Not just any student is sent to be interviewed, but the one or two students whom the teacher-coordinator feels

have the best chance for success in this job. Applicants are processed through the employers selection procedure and the choice is made in the usual manner.

Training On the Job

Here is where the training sponsor takes over--with the help of the teacher-coordinator where needed.

Orientation of the student-learner is an important first step. A good explanation of company regulations, location of facilities such as lunch room, rest rooms, etc., and systems of the establishment will help the student-learner to adjust rapidly to this new situation.

Your relationship with the student-learner should be the same as any other supervisor - new employee relationship. To obtain maximum results, a congenial, helpful atmosphere is necessary. Co-workers should be introduced to the student-learner and should be informed of the conditions under which he or she is working.

The teacher-coordinator can be a real partner in the total training process. An effective and realistic training program can be realized through continuous sharing of information about the student-learner and his problems and his progress between you and the teacher-coordinator. No other single factor can contribute more than this to success of the program.

Training in the skills, information and attitudes of the job will be considered later in this booklet.

Training in School

Student-learners are enrolled in school much the same way as other high school students. They take social studies and English plus elective courses, at least one of which is related to their occupational training. The latter course usually is taught by the teacher-coordinator and is synchronized as closely as possible with what the student-learners are doing on their jobs. The activities in the classroom become much more meaningful when applied to their own work situations. Similarily, the knowledge they gain in school helps them understand better the things they do on the job and stimulate their interest.

In order to teach effectively, the teacher-coordinator needs your help. Keep him/her informed of what you are doing with the student-learner and suggest the things you would like to have taught in the classroom. You'll find that your job training will become more fruitful as a result.

Student-learners receive high school credit for both their work experience and their related classes in school. Success on their job is equally as important to them as success in their academic courses.

Rating the Student-Learner

"How am I doing?" is the question which is paramount in the minds of student-learners.

Periodically you will be asked to rate or grade your student-learners in order to meet school requirements for more frequent informal evaluations. By all means, also let them know how they are doing as often as practical.

Use the rating process as a device for encouraging your student-learners to greater effort. Point out areas in which they are doing well before criticizing weak points. This will allow them to maintain their self-confidence and apply themselves vigorously toward needed improvement.

This too is a good time to discover the reasons for the student's slow progress in certain areas. Many training sponsors have discovered that differences in aptitudes among people is a very common cause for slow learning of particular tasks. A student-learner may be quick to learn most things but may have a low aptitude for a particular task. Another reason might be poor training in fundamentals required for the task. Another might be lack of understanding of its importance and still another might be lack of interest. Whatever the cause, it will be much easier to plan future training if you know what it is that makes learning difficult and take steps to cope with it. A very important part of training is your ability to understand the needs of the student-learner and tailor the training to him/her.

Talk frequently with the student-learners, learn all you can about them, help them set realistic goals for themselves and provide them with the instruction needed to meet these goals. Treated in this way, they will surprise you with their eagerness to learn.

It is very difficult to be objective in rating an employee. The best rating can be done by recalling instances which indicate good or poor performance in the area being rated. Refer to these instances when discussing the rating form with the student-learner. Avoid rating all characteristics high or all low from the general impression you have of the student-learner.

Ratings should be based on comparisons between workers. In rating the student-learners, it would be unfair to compare them with full-time trained employees. Comparisons should be made to the greatest extent possible with persons doing the same type of work and possessing equivalent work experiences.

It has been found that the full value of ratings is realized when the teacher-coordinator either participates in the process or is informed of the outcomes. This provides the teacher-coordinator with an excellent foundation upon which the school instructional program may be built.

WHAT SHOULD I TEACH THE STUDENT-LEARNER?

Formulate and Use A Training Plan

Orientation of the student-learner to your specific work situation is an important first step in training. Lacking the information needed to acquire a sense of belonging, the young student becomes preoccupied with thoughts of whether he/she is doing the right thing. He/she is in no frame of mind to profit from additional instruction. An orientation checklist has been included at the end of this booklet which may help you in this phase of training.

Training in the skills and knowledge of the job is a continuous process beginning with the student-learner's first day. In order to make the training meaningful and efficient, a plan is necessary. Through job analysis a job can be broken down into elements or tasks, each of which can be completed without involving other tasks.

The tasks in most instances involve some physical activity and some information or facts that must be learned to perform the task correctly. By listing these knowledges and physical activities under an appropriate task name, a training plan is constructed. In practice, the training profile is used to periodically measure the progress of the student-learner in learning each of the knowledges and skills listed. The result is an indication of the areas in which subsequent training can be most profitably centered.

Your teacher-coordinator is experienced in the design and use of job analyses, but is not familiar with all of the duties of your student-learner's job. Formulating the training plan should be a cooperative effort between you and the teacher-coordinator. Student-learner participation in this process has been found to encourage interest and promote understanding.

A sample training plan is included at the end of the booklet. It may be helpful to you in making a profile of the job held by your student-learner.

The Teaching of Attitudes

If we consider teaching to be the providing of planned experiences through which the student-learner's behavior is changed, then attitudes can be taught. Of concern to you as a training sponsor would be your student-learner's attitudes toward you as a supervisor, toward work, toward co-workers, toward customers, toward competitors, toward your firm and toward the free-enterprise system. Most young people have had few experiences from which to develop these attitudes. They will therefore be formed primarily as a result of experiences they encounter in their training stations. You will be instrumental in formation of your student-learner's attitudes. If you provide experiences which demonstrate desirable characteristics of the factors in this work environment, then good attitudes toward these factors will be encouraged. For example, if you treat customers courteously, your student-learner seeing this will probably develop a good attitude concerning customer courtesy.

Most occupational home economics programs in Nebraska have an organized club, FHA/HERO, which is affiliated with State and National organizations for home economics students. Through participation in local activities and State and National Conventions, the student-learners are given an opportunity to develop traits such as leadership, cooperation, unselfishness and competitive spirit. These traits to some extent will carry over into their jobs. Your encouragement of FHA/HERO activities will promote more extensive development of your student-learner.

HOW SHOULD I TEACH?

There is no magic formula for good teaching, but some common sense principles may be helpful to you. From your own experience in learning a job, you will be able to identify some good and some poor techniques. One frequent example of poor teaching is that of the trainer attempting to explain something far too profound for the fledgling to comprehend. You, as a training sponsor, must find out first what the student-learner knows and then build on this foundation.

A commonly accepted procedure for training effectively can be summarized in four steps as follows:

Step 1 - Prepare the student-learners for learning. Put them at ease so they can concentrate on your presentation. Kindle interest by convincing them of the importance of this training to them. Show the whole operation of your establishment. Be sure that your student-learner is ready for the training before proceeding to the next step. One way to be sure they are ready is to provide the training when the students find themselves confronted with a job problem which cannot be solved with the training that has already been given.

Step 2 - Present the material to be learned. Use a demonstration if possible to illustrate the task. Present one point at a time in logical order. Question the student-learners frequently to make sure you haven't lost them. If a task contains more material than can be mastered at one time, break it down into parts. It may seem easy to you, but it could be quite difficult for a new worker.

Step 3 - Apply the learning. Have the student-learner perform the task and repeat the information as presented. Listen and observe to catch errors and correct them immediately. Errors, if permitted, can form wrong habits which are hard to break. Supervise closely until the task is thoroughly learned.

Step 4 - Check the learning. Observe the student-learners under actual working conditions. Test understandings of the task--why it is important, why it is done this way and what precautions must be observed. Be sure they know where they can get help if they need it.

If you are in doubt as to the effectiveness of your training, your teacher-coordinator will be glad to lend a helping hand. If your firm has a training department, you should make liberal use of its facilities.

UNDERSTANDING YOUR STUDENT-LEARNERS FOR MORE EFFECTIVE SUPERVISION

Youth's Dilemma

Youth is a period of transition. Your student-learners are experiencing a conflict between two basic needs. On one hand they are children requiring security of their status. They need to be liked and accepted by those with whom they associate. On the other hand, they want to be considered persons of importance and to be treated as adults according to adult standards. As a result, their behavior may vacillate from childish dependence to extreme independence. Their "revolt" against childish behavior may take the form of resistance toward authority or a display of immoderate behavior, language or dress. Their progression toward adult behavior can be aided by adult treatment combined with understanding and encouragement. This in essence is the basis of good supervision for all ages.

Suggestions from Successful Supervisors

Supervision to be effective must draw out the best thinking as well as the best performance from all workers. The supervisor who does all the thinking himself/herself and considers subordinates as robots who are carrying out directions under strict authority places himself/herself at a decided disadvantage. He/she must learn to work with them, not over them. Decisions which are arrived at cooperatively are supported vigorously.

All workers seek recognition. If they can achieve it through suggestions on the job, their cooperation and morale will be improved. If they cannot, they will seek it elsewhere, not uncommonly in an effort opposed to the interests of the firm for which they work. Young workers are usually full of ideas many of which may be impractical. However, the quality of their suggestions will improve with experience and should not be discouraged. Poor suggestions met with a friendly explanation of why they are unsuitable will encourage critical thinking.

In order to understand his/her employees, a supervisor should know the sources of their satisfaction or resentment, what motivates them to greater effort and what causes them to be frustrated in their attempts to perform successfully. Young workers especially present a challenge to the supervisor because of characteristics arising out of conflicts inherent in the process of maturing. Although every person is unique, some generalizations of the characteristics of young workers can be made. Applying these to your student-learners will help you to understand them and to adapt your training to individual needs.

Characteristics of Young Workers	How You Can Improve Training Through An Understanding of These Characteristics
The young workers' bones may grow faster than the muscles, organs, and glands. They may therefore look stronger than they are.	Avoid over-taxing their strength and stamina. They learn better when rested. Suspected laziness is often fatique.
Muscle coordination is fully developed but not fully trained.	Awkward movements will improve quickly through training, but don't expect adult performance on new tasks.
Mental ability is nearly fully developed.	Encourage problem solving and don't "talk down" to them.
Lack of experience and faulty judgement cause errors.	Give instructions clearly and in logical sequence. Give reasons why. Be patient.
Young workers are self-critical, often sensitive to blame and may easily become discouraged.	Give criticism fairly and without excessive emotion. Allow student-learners to discover their own mistakes and correct them where possible. Give encouragement with criticism. Provide short-time realistic goals and give recognition when they are attained.
Young workers are striving to be grown up and want to be considered a person of some importance with a contribution to make.	Use the "we" rather than the "I" approach. Respect their capabilities and encourage their ambitions. Give recognition when due.
Behavior may be erratic due to a conflict of needs to be at times both childish and mature.	Treat them as adults and make it rewarding to perform in a mature manner. Give them responsibility commensurate with their development. Be patient and don't take offense with temporary lapses from adult behavior if they don't seriously affect the business.
Apprehension and even fear often accompany the young workers beginning their first jobs.	Orient the new workers completely. Give them a sense of belonging. Maintain a friendly attitude. Start training slowly beginning "where the workers are" and proceeding at their pace until they feel secure. Encourage co-workers to respect and help them.
The young workers imitate those whom they admire.	Set a good example of acceptable habits of language and behavior, of work habits and of attitudes.
The young worker wants to know why.	Help them catch the perspective of the job as it relates to others. Explain reasons for things being done in a particular way as well as legal and ethical implications.

ORIENTATION CHECKLIST

Instructions: Use one checklist for each student-learner. Check each item as it is completed. Review information with the student-learner after five days to insure thorough comprehension.

1. Introduce student-learner to all persons with whom he/she will have contact. _____
2. Show the student-learner the location of offices, equipment, and supplies with which he/she will need to be familiar. _____
3. Explain the duties of the student-learner's first assignment. _____
4. Inform student-learner as to who will supervise and from whom he/she should take orders. _____
5. Inform co-workers of their relationship to student-learner and solicit their cooperation. _____
6. Inform student-learner of arrival time, quitting time, check-in procedures, and check-out procedures. _____
7. Inform student-learner of lunch-time and relief procedures and regulations. _____
8. Inform student-learner of facilities available such as rest rooms, lunchroom, telephone, coat rack, etc. _____
9. Inform student-learner as to appropriate clothing to be worn. _____
10. Inform student-learner of time recording procedure, pay schedule, deductions from pay, and computation of wages. _____
11. Inform student-learner about any information which is to be kept confidential. _____
12. Familiarize student-learner with employee benefits. _____
13. Inform student-learner of clauses in a union agreement which pertain to him/her if such an agreement exists. _____
14. Inform student-learner of promotional possibilities in your firm. _____